



JOB-SATISFACTION AMONG REGULAR AND NIYOJIT GOVERNMENT TEACHERS IN RELATION TO THEIR EDUCATION

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ABSTRACT

The present research investigates the extent level of job satisfaction among two types of teachers posted in different schools of Bihar. The first category refers to those teachers who are appointed as purely regular government teachers on the basis of their pay scale. The second group belongs to those teachers who are appointed on purely contract basis known as (NIYOJIT TEACHERS). As for the consideration of using design, a comparative evaluation was used and Mean, SD, Correlation and 't' test were applied for the analysis of data obtained from stratified random sample of two hundred (200) teachers of both categories, divided into equal number of graduate and above graduate employed in different government schools of Bihar. All were interviewed by a structured Interview Schedule separately and the collected responses were analysed by using statistical tools to identify the job-satisfaction. The result indicates that the job-satisfaction among regular government teachers is more with respect to Niyojit teachers. As far as the consideration of educational level, highly educated both regular government and Niyojit teachers show more satisfaction with respect to low educated teachers.

KEYWORDS: Job-Satisfaction, Regular, Creativity, Productivity, Quality, Employee, Contract, Government.

INTRODUCTION

Creativity and productivity are directly affected by the level of job satisfaction. It is a catalytic aspects of duty performance, which is able to increase its quality in positive direction. Job satisfaction refers to the degree to which workers like their jobs. It also reveals to a subjective evaluation that the employee makes of his own job either in its entirety or with respect to its different attributes. It has a strong relation to the sociological concept of alienation and the economic concept of the disutility derived from work with respect to employees. It has a more positive connotation explained in a more subjective way and has a stronger empirical orientation. Job-satisfaction affects employee's performance in two forms intrinsic and extrinsic. Intrinsic job satisfaction is the contentment with the type of work the employee is doing while extrinsic job satisfaction encompasses the environment that the job is being completed in. Job-satisfaction is mainly determined by attributes that generate motivation in the employee such as creativity, achievement or recognition as stated by Herzberg et. al. (1959). In contrast, job dissatisfaction is mainly determined by hygiene factors such as pay and working condition. Lawler (1973) argued a model taking into account both the expectations and actual outcomes with respect to different job attributes. Locke (1976) stated that the relative importance each employee attaches to a particular job attribute affects the impact that such attributes have on his satisfaction. Gold Thorpe and et. al. (1968) determined that the analysis of job satisfaction is directly related to job orientations that an individual attach to his job. Kalleberg (1977) also support the notion that employee with an instrumental orientation towards their work could be satisfied even if their job offered little intrinsic reward. Freeman (1978) stated that job satisfaction is a good predictor for employee mobility and is correlated with the field of happiness. Employees with lower level of job satisfaction face a significantly higher probability of separation (Carster and Spector, 1987). Hackett and Guion (1985) found a negative but moderate relationship between job-satisfaction on absenteeism and lateness. In their precious study Dr. Sanjukta Bhuyan and Bimal Prasad Mallick (2015) found that regular teachers have more job-satisfaction than the contract teachers at secondary level. Judge & Watanabe (1993) found an important correlation between job and life satisfaction though the causal nature of the relationship is unclear. A qualitative determinants like autonomy, stress, usefulness or creativity of the job are usually found to be clearly linked to job-satisfaction as stated by Spector (1997). Some subjective attributes like wages, sector size of firm or job stability are positively associated with job-satisfaction. It is a vital aspect which positively affects the performance of employees. Sound satisfaction increases working capacity, adjustment and the quality of outcomes. A positive correlation is found between job-satisfaction and educational development. "An inverse relationship has been observed between job satisfaction and job strain". Larger degree of job-satisfaction minimizes the job strain and it provides fruitful results.

Mostly, however teachers will teach harder and do better in creative activities if they feel satisfied in their job. They can feed directly into their productivity by building better study relationship with students. If teachers are happy and have high job-satisfaction they are more likely to do with in their assigned duties. Job-satisfaction directly associated with feeling happiness relaxed, valued and motivated which tends to increase their performance and productivity. This comes from feeling more valued, having a better work-home life balance and feeling supported. Aiming for high job-satisfaction should be a collaborative

effort between education department and teachers benefiting both sides.

With reference to the above discussion an attempt has been made in present study to evaluate job-satisfaction among regular government and Niyojit teachers in relation to their educational qualification.

Aims of the study

The main aims of this study are to point out the causative factors which are directly or indirectly responsible for providing job-satisfaction among different types of teachers. These are as below:

1. To investigate the job-satisfaction of Government school teachers.
2. To evaluate relationship between regular and Niyojit government teachers in the context of job-satisfaction.
3. To study the impact of educational level on job-satisfaction of teachers.

Hypothesis

To keep main view point of this study following hypotheses have been formulated.

1. Regular government teachers will have significantly more job-satisfaction with respect to Niyojit teachers.
2. Higher educational level will provide more job-satisfaction among teachers.

METHODOLOGY

Sample

A total number of 400 teachers were selected purposefully from different government schools of Bihar among which 200 teachers are those who are appointed on regular basis and rest 200 teachers were appointed on contract basis which are called Niyojit teachers. It includes both male and female teachers. In both categories, half number of teachers were graduate and remaining were post-graduate.

Tools

Self-developed structured Interview schedule and Educational Bio-Data Sheet were used for collecting relevant data.

Statistical techniques

Data analysis and hypothesis testing were made by employing both descriptive and inferential statistics such as: mean, standard deviation (SD), correlation, test of significance difference between two group means 't' – test.

Procedure

All respondents were contacted individually for recording responses. They were asked to read carefully each statement of the scales and mark the adequate responses. Each and every subject's response was scored as per key and analysed as below.

RESULTS AND DISCUSSION

Responses given by all subjects were analysed separately in tabular form for drawing relevant conclusions after a deep discussion. These are shown as below:

Types of Teachers	N	M	SD	t	Level of significance df - 398
Regular Teachers	200	174.83	16.91	4.14	at < .01 level significant
Niyojit Teachers	200	171.05	14.491		at < .01 level significant

Table 1

Showing job-satisfaction of Regular and Niyojit government teachers.

Here in the above table, it is clear that N is 200 in both groups. The calculated standard deviation SD is 16.91 and 14.49 respectively and 't' between the means is 4.14 which is significant at < .01 level. This shows that the job-satisfaction among regular teachers is more than Niyojit teachers because the difference between two groups is significant. So, the findings confirmed the first hypothesis.

Groups	N	r	df	Level of significance
Regular Teachers	200	39	198	at < .01 level significant
Niyojit Teachers	200	16	198	at < .01 level significant

Table 2

Showing result of co-efficient of correlation between job-satisfaction and educational level of regular and Niyojit government school teachers.

The above table shows the correlation between job satisfaction and educational level of regular and Niyojit government school teachers. The nature of correlation is positive at < .01 significant level in regular government teachers' group. This indicates that job-satisfaction and educational level are significantly correlated in regular government teachers' group. Again, the correlation between Niyojit teachers' group is also significant at < .01 level. This also indicates that both the variables are significantly correlated in Niyojit teachers' group. This finding also confirmed the second hypothesis.

MAJOR FINDINGS

1. Regular teachers have more job-satisfaction with respect to Niyojit teachers in government schools.
2. Teachers having higher educational qualification have higher job-satisfaction than those having comparatively lower educational qualification.

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